

COURSE APPROVAL DOCUMENT

Southeast Missouri State University

Department: Middle & Secondary Education

Course No.: SE360

Title of Course: Pedagogy 2: Middle School - Interdisciplinary Methods and Technology

Date: Fall 2014

Please check: New

- I. Catalog Description (Credit Hours of Course):** Interdisciplinary Methods and teaching strategies integrating effective methods for implementing educational technology in to instruction at the middle school level. (3)
- II. Prerequisite:** Admission to the Teacher Education Program, SE 350: Pedagogy 1: Principles of Effective Teaching, EX 390: Psychology of the Exceptional Child, EL 314

Co-requisite: SE 355: Field Experience 2, SE 307 Content Literacy Methods for Middle and High School, EL 350, EL 355, & EX 390 for Elementary adding Middle

III. Purposes or Objectives of the Course (optional):

Teacher Candidates will:

1. Explain the importance of using evidence-based practices and identify sources of those practices. MOSPE 2.5, PAS1Ec
2. Distinguish between learning theories and teaching strategies. MOSPE 2.3, PAS1Ea
3. Identify and apply the special characteristics of young adolescents and implications of those characteristics to selection of relevant instructional strategies in the learning environment. MOSPE 2.1, PAS1Ed
4. Identify instructional strategies that align with particular theories of learning. MOSPE 2.6, PAS1Ec
5. Plan lessons that include a variety of instructional strategies, including but not limited to inquiry learning and co-teaching. MOSPE 2.2, PAS1Ec
6. Plan lessons that integrate instructional technology appropriate for the Middle level students. MOSPE 3.3, PCS4Ea
7. Identify methods for facilitating learner expression in speaking, writing, listening, and other media. MOSPE 6.4, PDS5Ec
8. Describe specific ways in which instruction can be connected to students' prior experiences and family, culture, and community. MOSPE 2.5, PAS1Eb
9. Select appropriate tools and strategies, including those based in technology, to enable appropriate differentiated instruction. MOSPE 3.3, PCS4Eb
10. Design an outline for a basic interdisciplinary unit. MOSPE 1.4, PBS2Ec
11. Describe components and organization of an effective course curriculum. MOSPE 3.1, PBS2Ea
12. Describe the relationship between lesson and unit plans. MOSPE 3.3, PBS3Eb
13. Use backward design to develop a unit plan. MOSPE 3.2, PCS4Ea
14. Develop a unit plan aligned with state and national standards. MOSPE 3.1, PBS2Eb
15. Develop a unit plan aligned with a district curriculum. MOSPE 3.1, PBS2Eb
16. Develop a unit plan that accounts for the abilities, prior experiences, families, cultures of students in the classroom. MOSPE 4.1, PAS1E4
17. Integrate evidence-based practices for teaching critical thinking and problem solving into lesson and unit plans. MOSPE 4.2, PAS1Ea

18. Identify ways in which school policies influence classroom behavior. MOSPE 5.1, PCS4Ed
19. Explain ways in which student behavior is related to engagement, motivation, and the teacher-student relationship. MOSPE 5.2, PCS4Ed
20. Explain the importance of developing a classroom management plan cooperatively with students and then communicating that plan to students' families. MOSPE 5.3, PCS4Eb
21. Develop a plan for classroom management grounded in evidence-based practices. MOSPE 5.1, PBS3Eb
22. Identify ways in which technological tools might be used to manage classroom behavior. MOSPE 5.2, PCS4Ea
23. Describe ways in which cultural background might influence student behavior. MOSPE 5.3, PAS1Ec
24. Demonstrate effective verbal and nonverbal communication techniques. MOSPE 6.1, PDS5Ea
25. Describe ways in which legal and ethical expectations of confidentiality will be upheld in the field experience. MOSPE 8.3, PDS5Ed
26. Describe ways in which differences in culture, gender, intellectual, and physical ability may influence classroom communication. MOSPE 6.2, PAS1Eb
27. Identify technological tools for facilitating communication. MOSPE 6.4, PDS5Eb
28. Identify assessment tools to evaluate the degree to which students in a class meet the learning goals identified in unit plans. MOSPE 7.1, PCS4Ec
29. Analyze assessment data generated by a class and use the results to determine possible strategies for improvement. MOSPE 7.2, PCS4Ec
30. Describe ways in which differences in culture, gender, intellectual, and physical ability may influence assessment. MOSPE 7.4, PDS5Eb
31. Identify specific methods for helping students learn to use self and peer assessments to better understand how to address the demands of particular assessment formats and to set their own learning goals. MOSPE 7.2, PCS4Ec
32. Identify ways in which a teacher might use technology to collect and analyze assessment data from a class. MOSPE 7.6, PCS4Ec
33. Identify specific professional development opportunities for developing teaching prowess. MOSPE 9.1, PDS5Eb
34. Participates in professional growth activities. MOSPE 9.3, PDS5Eb
35. Reflect on teaching practices and identify specific areas for improvement. MOSPE 9.2, PDS5Eb
36. Identify characteristics of appropriate professional relationships with educational colleagues, parents, and principals and describe the potential value to developing those relationships. MOSPE 9.3, PDS5Eb

IV. Student Learning Outcomes (Minimum of 3):

Objectives	Method of Assessment
1. Plan lessons that integrate instructional technology appropriate for the Middle level students.	Lesson Plans
2. Develop a unit plan aligned with state and national standards.	Interdisciplinary Unit Plan
3. Develop a plan for classroom management grounded in evidence-based practices.	Classroom Management Plan
4. Analyze assessment data generated by a class and use the results to determine possible strategies for improvement.	MoPTA Task 2 Rubric

V. Course Content or Outline (Indicate number of class hours per unit or section):

A. Introduction to Course	1 hour
B. Learning Theories	6 hours
C. Characteristics of middle level students and schools	3 hours
D. Standards and curriculum	6 hours
E. Unit and Lesson planning	6 hours
F. Instructional Strategies	6 hours
G. Assessment	6 hours
H. Differentiated Instruction	6 hours
I. Identification and integration of technology tools and resources	5 hours

COURSE SYLLABUS

Southeast Missouri State University

Department: Middle and Secondary Education

Course No.: SE 360

Title of Course: Pedagogy 2: Middle Levels- Interdisciplinary Methods and Technology

Date:

Please check: **New**

Semester:

Class Meeting Time and Location:

Instructor Name and Contact Information:

Office Hours:

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V. Class Concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Simin Cwick, Chair of Middle and Secondary Education

VI. Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

VII. Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

VIII. Academic honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

IX. Grading scale and policies:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

Students must have a C or better in this course. Students must have a 3.0 GPA in professional education courses for certification.

- X. Text:** Brown & Knowles (2014) What Every Middle School Teacher Should Know (3rd Edition). Heinemann (Possible, not reviewed)

Class content—outline or schedule

Week	Topic	Readings	Hrs	MOSPE	AML
1	Introduction to course, assignments, requirements Learning Theories Identifying and understanding Learning Theories and Instructional strategies		7		
2	Characteristics of middle level students and schools		3		
3					
4	Curriculum and Standards	Wiles and Bondi: PP 211- 243	6		
5	Interdisciplinary Unit and		6		

	Lesson planning Identification and integration of technology tools				
6	Unit and Lesson planning				
7	Instructional strategies Identification and integration of technology tools	Marzano: classroom Instruction that Works	6		
8	Instructional strategies				
9	Instructional strategies				
10	Definition and importance of Assessment Identification and integration of technology tools	Marzano: Classroom Assessment that Works	6		
11	Assessment				
12	Differentiated instruction Identification and integration of technology tools		6		
13	Differentiated instruction				
14	Classroom management Identification and integration of technology tools	Marzano: Classroom Management that works	5		
15	Classroom management				
16	Finals week				

Potential Readings and Resources

Association for Middle Level Education. (2011, January 1). This We believe, Keys to Educating Young Adolescents: 16 characteristics of successful middle schools. Retrieved October 21, 2014, from <http://www.amle.org/AboutAMLE/ThisWeBelieve/tabid/121/Default.aspx#122516-the-16-characteristics>

Barley, Z., Lauer, P. A., Arens, S. A., Apthorp, H. S., Englert, K. S., Snow, D., & Akiba, M. (2002). *Helping at-risk students meet standards: A synthesis of evidence-based classroom practices*. Denver, CO: Mid-continent Research for Education and Learning.

Brown & Knowles (2014) *What Every Middle School teacher Should Know* (3rd Edition). Heinemann

Chambers, B., Cheung, A. C. K., Madden, N. A., Slavin, R. E., & Gifford, R. (2006). Achievement effects of embedded multimedia in a Success For All reading program. *Journal of Educational Psychology*, 98(1), 232–237.

Dean, C., Hubbell, E. R., Pitler, H., & Stone, B. J. (2012). *Using technology with classroom instruction that works* (2nd ed.). Alexandria, VA: ASCD.

- Greene, B. A., Miller, R. B., Crowson, H. M., Duke, B. L., & Akey, K. L. (2004). Predicting high school students' cognitive engagement and achievement: Contributions of classroom perceptions and motivation. *Contemporary Educational Psychology, 29*(4), 462–482.
- Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD.
- International Society for Technology in Education. (2014). *Essential conditions*. Retrieved October 10, 2014, from <http://www.iste.org/standards/essential-conditions.html>
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- Kellough, R.D. & Kellough, N.G. (2013) *Teaching Young Adolescents*, Upper Saddle River, NJ: Pearson/ Merrill
- Li, R., & Liu, M. (2007). Understanding the effects of databases as cognitive tools in a problem based multimedia learning environment. *Journal of Interactive Learning Research, 18*(3), 345–363.
- Marzano, R. J. (2007). *Classroom assessment and grading that work*. Alexandria, VA: ACSD.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works*. Upper Saddle River, NJ: Pearson.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2012). *Classroom instruction that works: Research based strategies for increasing student achievement (2nd ed)*. Alexandria, VA: ASCD.
- Mize, C. D., & Gibbons, A. (2000). *More than inventory: Effective integration of instructional technology to support student learning in K-12 schools*. (ERIC Document Reproduction Service No. ED 444 563).
- Moore-Partin, T. C., Robertson, R. E., Maggin, D. M., Oliver, R. M., & Wehby, J. H. (2010). Using teacher praise and opportunities to respond to appropriate student behavior. *Preventing School Failure, 54*(3), 172–178.
- Nielson, L., & Webb, W. (2011). *Teaching generation text: Using cell phones to enhance learning*. San Francisco: Jossey-Bass.
- Page, M. S. (2002). Technology-enriched classrooms: Effects on students of low socioeconomic status. *Journal of Research on Technology in Education, 34*(4), 389–409.
- Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research and applications* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Prensky, M. (2000). *Digital game-based learning*. New York: McGraw-Hill.
- Simonson, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*(3), 351–380.
- Smith, A., & Lennon, S. (2011, January 1). Problem solving & critical inquiry in the written and oral reflections of middle school preservice teachers. Retrieved October 21, 2014, from files.eric.ed.gov/fulltext/EJ951778.pdf
- Vatterott, C. (2009). *Rethinking homework: Best practices that support diverse needs*. Alexandria, VA: ASCD.

Wiles, J. W., & Bondi, J. C. (2014). *Curriculum development (9th ed.)*. Boston, NY: Pearson.

Wong, H. K., & Wong, R. T. (2009). *How to be an effective teacher: The first days of school (4th ed.)*. Mountain View, CA: Harry K. Wong Publications, Inc.